

**MATERIAL DESIGN OF ENGLISH TEXTBOOK
BAHASA INGGRIS SMA KELAS X TO DEVELOP STUDENT'S
COMMUNICATIVE COMPETENCE: CONTENT ANALYSIS**



THESIS

**Submitted as a Partial Fulfilment of the Requirements
for Getting Master Degree of Education
in Language Study Graduate Program**

by

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Assalamu'alaikum Wr. Wb.

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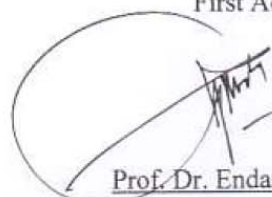
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Wassalamu'alaikum Wr. Wb.

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Wassalamu'alaikum Wr. Wb.

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APPROVAL

**MATERIAL DESIGN OF ENGLISH TEXTBOOK
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COMMUNICATIVE COMPETENCE: CONTENT ANALYSIS**

THESIS

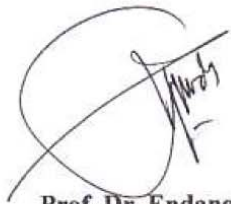
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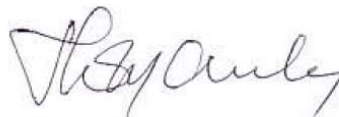
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BAHASA INGGRIS SMA KELAS X TO DEVELOP STUDENT'S
COMMUNICATIVE COMPETENCE: CONTENT ANALYSIS**

submitted by


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has been examined for all revisions and corrections recommended
by the board of examiners on May 30th, 2016
and is certified to be accepted for submission

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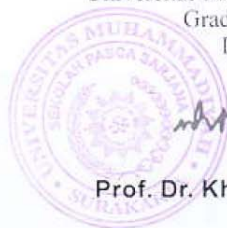

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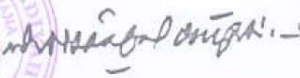

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Content Analysis

Certify that this thesis is definitely my own work. I am completely responsible for its content. Otherwise, there are some other writer's opinions for findings included in this thesis but they are quoted or cited in accordance with ethical standard. When there is evidence that this thesis is a kind of plagiarism, I will accept the correlation of my post graduate degree given by Muhammadiyah University of Surakarta.

Surakarta, May 2016

The writer

Dyah Retno Nursanti



MOTTO

Our greatest weakness lies in giving up.
The most certain way to succeed is always to try just one more
time.
(Thomas A. Edison)

Never say goodbye when you still want to try and never give up
when you can still take it
(The writer)

DEDICATION

*With all heart and great deepest
honor and respect, this research paper
is dedicated to:*

- *Her beloved family*
- *Her beloved someone*

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Alhamdulillah Robbil‘aalamin, praise to Allah SWT for the strength and guidance so that the writer is able to finish writing the research entitled “Material Design of English Textbook *Bahasa Inggris SMA Kelas X* to Develop Student’s Communicative Competence: Content Analysis”.

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The writer realizes that this research is far from being perfect. Therefore, the writer accept all positive and constructive criticism and suggestion.

The writer

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ABSTRACT

DYAH RETNO NURSANTI, S20040024. “MATERIAL DESIGN OF ENGLISH TEXTBOOK *BAHASA INGGRIS SMA KELAS X* TO DEVELOP STUDENT’S COMMUNICATIVE COMPETENCE: CONTENT ANALYSIS”. Muhammadiyah University of Surakarta. Thesis. 2016.

This research focuses on analyzing the competencies covered in each tasks and activities in *Bahasa Inggris SMA Kelas X* textbook. The objectives are to explain what linguistic competence, strategic competence, socio-cultural competence, actional competence, and discourse competence are shown in the tasks of English textbook *Bahasa Inggris SMA Kelas X*, to elaborate frequency of communicative competence are shown in the tasks of English textbook *Bahasa Inggris SMA Kelas X*, and to elaborate the dominant communicative competence in the tasks of English textbook *Bahasa Inggris SMA Kelas X*.

In achieving the objectives, the researcher uses descriptive qualitative as the type of the research. The data of this research was the tasks and activities of English textbook *Bahasa Inggris SMA Kelas X*. The data source of this research is *Bahasa Inggris SMA Kelas X* textbook published by Balitbang. In collecting the data the writer uses documentation. The technique for analyzing the data are classifying and describing the kinds of communicative competence, coding the data, scoring the data, counting the frequency and dominant of the competencies, and drawing conclusion.

From the result of analysis, it can be drawn some conclusions. Firstly, from 104 data there are 40 or 38.4% the tasks which designed to develop student’s linguistic competence, 6 or 5.8% the tasks which designed to develop student’s strategic competence, 8 or 7.7% the tasks which designed to develop student’s socio-cultural competence, 33 or 31.7% the tasks which designed to develop student’s actional competence, 17 or 16.3% the tasks which designed to develop student’s discourse competence. Secondly, the dominant of each Communicative Competence is Linguistic Competence. Thirdly, this textbook was sufficient because there only linguistic and actional competence which available tasks to develop its competence in 70%. Therefore, it can be conclude that *Bahasa Inggris SMA Kelas X* textbook is sufficient to develop student’s communicative competence.

Keywords: textbook, tasks, communicative competence

ABSTRAK

DYAH RETNO NURSANTI, S20040024. “MATERIAL DESIGN OF ENGLISH TEXTBOOK BAHASA INGGRIS SMA KELAS X TO DEVELOP STUDENT’S COMMUNICATIVE COMPETENCE: CONTENT ANALYSIS”. Muhammadiyah University of Surakarta. Thesis. 2016.

Penelitian ini fokus pada analisis kompetensi yang tercakup dalam tugas dan kegiatan di Buku Bahasa Inggris SMA Kelas X. Tujuan dari penelitian ini adalah untuk (1) menjelaskan kompetensi linguistik, strategi, kultur sosial, tindakan, dan discourse apa saja yang ditujukan pada tugas di Buku Bahasa Inggris SMA Kelas X, (2) menjelaskan jumlah dari masing – masing kompetensi yang ada pada tugas di Buku Bahasa Inggris SMA Kelas X, (3) menjelaskan kompetensi apa yang paling mendominasi pada tugas di Buku Bahasa Inggris SMA Kelas X. Penelitian ini termasuk penelitian deskripsi kualitatif. Data yang digunakan adalah tugas dan kegiatan yang terdapat pada Buku Bahasa Inggris SMA Kelas X. Sumber datanya berupa buku paket dari pemerintah yang berjudul Bahasa Inggris SMA Kelas X diterbitkan oleh Balitbang. Teknik pengumpulan data menggunakan teknik dokumentasi. Teknik analisis data meliputi pengklasifikasian data, mengkode data, penilaian data, menghitung jumlah data dan kompetensi yang mendominasi, dan menarik kesimpulan. Setelah menganalisis data, terdapat 3 (tiga) kesimpulan. Pertama, dari 104 data ada 40 atau 38.4% tugas yang didesain untuk membangun kompetensi linguistik siswa, 6 atau 5.8% tugas yang didesain untuk membangun kompetensi strategi siswa, 8 atau 7.7% tugas yang didesain untuk membangun kompetensi sosial kultural siswa, 33 atau 31,7% tugas yang didesain untuk membangun kompetensi tindakan siswa, dan 17 atau 16.3% tugas yang didesain untuk membangun kompetensi discourse siswa. Kedua, kompetensi yang paling mendominasi adalah kompetensi linguistik. Ketiga, buku ini dinilai cukup karena hanya ada dua kompetensi yakni linguistik dan tindakan yang masing – masing persentasinya melebihi 20% atau jika digabung menjadi 70%. Maka dari itu, hasil dari penelitian ini menunjukkan bahwa Buku Bahasa Inggris SMA Kelas X cukup untuk membangun kompetensi komunikasi siswa.

Kata Kunci: buku, tugas, kompetensi komunikasi

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